On Fri, Sep 24, 2010 at 3:47 PM, Carol Dodson <cdodson@ohiorc.org> wrote:

Kathy,  
I hope this helps. I really think you can do much better than this.  
Carol

Kathy,

I have tried to view your plan as a map to take you through the school year from goals and performance indicators to action steps that will get you to the goal. I’m having a really hard time doing this.

I just reduced the size of the plan by eliminating everything but the goals, performance indicators, and action steps. I’d like for you to try to view these items as a map and think about how the team will achieve the goals if they take the actions indicated by the action steps, measure their progress along the way with the benchmarks established by the performance indicators.

I think you’ll find that you won’t be able to get there if you use the plan as written.

Here are some specific recommendations. Please share them with the team and try to work through them so that you can submit an acceptable plan.

 1.      The plan, as written, does not contain enough information to justify the budget. Show specific action steps with estimated costs. If you’re bringing in someone to provide PD or if the team is going somewhere for PD, give the specific information and estimated expense.

2.      You’ll need to establish some PD to help teachers understand how to use the technology being purchased within the instructional program. How can they successfully integrate the content with the technology?

3.      How will students be involved in using the technology?

4.      You must have action steps for every month of the year. I don’t believe that you will meet the first goal by January.

5.      Each performance indicator must include measurement, usually stated “as evidenced by.”

6.      It appears that all you will get for a quarter of a million dollars is the completion of one cross-curricular project-based experience. How is that going to increase student achievement?

7.      You’ve indicated in the PI the meaning of TPACK, but your action steps should show **how** the team will do this. Please revise and add steps to show how this works.

8.      What should differentiated instruction supported by TPACK look like? Will you have someone (perhaps from the ESC) providing PD for helping the team accomplish this?

Please look over the streamlined version of your action plan very carefully with the recommendations in mind. Just ask yourselves whether the plan is logical and whether it will serve as a map to get you where you want to be by the end of this school year.

I’ve embedded a few statements into your plan below, but all of my major comments are itemized in the recommendations above.

Call me or send an email after you and the rest of the team members go over this. My desk number is 614-688-5797.

***#1 Big Idea Goal:***

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| **East Palestine Middle School Grant teachers will transform classroom learning environments into flexible and adaptable settings which meet the needs of all students and support the acquisition of 21st century skills.** |

**Performance indicators**

**1. By November 2010, the grant teachers at East Palestine Middle School will be involved in professional development activities that develop skills to use tools and resources that will help 21st century students learn, as evidenced by ….**

**2. By January 2011, the grant team will implement TPACK (technology, pedagogy, content knowledge) activities to support differentiated instruction through student work, as evidenced by …. [KATHY, YOU MUST HAVE THE MEASUREMENT STATEMENT FOR EACH PI.]**

**Action Steps**

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| **Action Steps** (*Project Activities)* | **Timeline**  **(should cover through June 2011)** | **Person(s) Responsible** | **Evidence of Action Step Completed** (benchmarking) |
| ***Set Priorities based on Performance Indicator timeline!*** |  |  | ***What data will you need to collect here to show evidence of each step?*** |
| 1.         Grant team members will be involved in a professional development developed for implementation of the grant goals. The team will meet initially every three weeks, but the **team will look for ways to collaborate online and asynchronously.** Principals will work with scheduling to design time for professional development. | **Initiated August 2010** | Grant team  Principal    Coach develops the wiki.  Team uses wiki for communication and sharing. | **Professional development times are scheduled and meeting notes are kept. A wiki is developed to track the meetings, post the minutes and allow for team members to communicate.** |
| 2.        Team meets with the Ed Tech agency for a four hour inservice on the technology  available  The team decides which technology needs to be ordered to start that best supports project-base learning, critical thinking, and problem solving skills. | **August 2010** | Grant team  schedules Ed Tech agency | **Technology list is generated with direct alignment to content and pedagogy needs.**  **Technology is ordered by Tech Coordinator** |
| 3.       Grant team members will participate in PD in order to support activities in differentiated instruction supported by TPACK. | **September 2010** | Coach will schedule    The grant team plans and implements the PD | **PD person is identified and dates and times are set**    **Team members begin to collaborate online with Wiki.** |
| 4.           Grant team teachers develop lessons utilizing differentiated instruction supported by TPACK.  Technology is chosen based on the needs of the lessons. | **November 2010** | Individual teachers  Tech coordinator | **PD is discussed on wiki and shared.**  **Reflections of lessons will be shared on wiki.** |
| 5.       Grant team teachers implement lessons utilizing differentiated instruction supported by TPACK.  Technology is chosen based on the needs of the lessons | **January 2011** | Individual teachers  Students | **Authentic student work.** |

***#2 Big Idea Goal:***

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| **East Palestine Middle School Grant teachers and students will collaborate to develop and engage in cross-curricular technologically sound, authentic, project-based learning focused on problem solving and critical thinking.** |

**Performance Indicators**

1.  By January 2011, grant teachers will be involved in professional development activities to discuss data, identify potential topics, and learn how to incorporate the 21st century skills of problem solving and critical thinking into their teaching.

2.  By March 2011, the grant teachers will collaborate to plan for at least one cross-curricular, project-based learning unit that supports critical thinking and problem solving, which they will share and discuss in team meetings.

3.  By May 2011, a student group identified for the grant will demonstrate problem-solving ability and critical thinking by engaging in project-based learning as evidenced by the satisfactory completion of at least one project-based learning unit.

**Action Steps**

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| --- | --- | --- | --- |
| **Action Steps** (*Project Activities)* | **Timeline**  **(should cover through June 2011)** | **Person(s) Responsible** | **Evidence of Action Step Completed** (benchmarking) |
| ***Set Priorities based on Performance Indicator timeline!*** |  |  | ***What data will you need to collect here to show evidence of each step?*** |
| 1.         Grant team members will be involved in a professional learning community developed for implementation of the grant goals.  The team will look for ways to collaborate.  The principal will look for ways to schedule meeting times. | **Initiated August 2010** | Grant Team  Principal    Coach develops a  wiki and the team will use the wiki to communicate | **Meeting times are scheduled and notes will be kept.**  **A wiki will be developed in order to communicate and post minutes of meetings.** |
| 2.        The team will meet with the Ed Tech agency for a four hour inservice on the technology needs of the team so appropriate technology can be ordered and acquired. | **August 2010** | Grant team schedules a meeting with Ed Tech | **Technology list is generated with alignment to content and pedagogy needs.**  **Technology is ordered by tech coordinator.** |
| 3.        The grant team will plan a project based unit for March implementation. In addition to weekly meetings the team will meet every third Friday; for Professional Development focusing on skills needed to develop project-based learning units. | **January 2011** | Principal clears schedules for meetings    Team plans and implements PD | **PD person identified and date, time, and location is set**  **Agenda is set for PD**    **Team members will collaborate online using wiki.** |
| 4.        Project-based unit is developed by the grant team.  Technology is chosen based on the needs of the project-based unit for each content area.  Professional development is designed for data collection and analysis using technology tools. | **March 2011** | Grant team  Tech coordinator- ordering of technology | **PD discussed and shared on the team’s wiki.** |
| 5.        Teachers begin to teach critical thinking and problem solving skills in lessons to prepare for the project based learning unit. Teachers begin to utilize different technologies into existing lessons and teach students how to use them. | **April 2011** | Individual teachers    Principals    coach | **Teachers discuss and report progress on utilizing and teaching technologies.  coaches check in progress of teachers and students.**  **Teachers post progress in online discussions.** |
| 6.       Project-Based Learning Unit is implemented and shared. The team determines authentic local or global audience for real world display of PBL unit. | **May 2011** | Individual teachers    Coach  Principal  Tech coordinator | **Teacher reflections are gathered in the wiki and analyzed by the team.**  **The project-based unit is revised for next year based on student data.**    **Feedback from students, teachers, parents, and community is collected electronically for easy analysis.**  **The grant team analyzes the data and reports it.** |